

Learning session: Analyse poetic imagery
 Teacher: Christopher Waugh
 Class: Foundation

Big idea/Big Question?
 How does the choice of imagery influence the mood or tone of poetry?

The hook!
Thought Experiment: The poet creates an imaginary world for the reader to "live" in

The UCL Academy ^{5 min} learning session plan ^

Learning Goals and Objectives
 READING: Identify in a poem a range of uses of imagery and link these to mood.
 THINKING: Develop a theory about the 'purpose' of poetry
 WRITING: Generate writing where imagery creates mood

Interdisciplinary
 Opportunity to connect to science with the concept of "Meniscus"
BHMS/DISP
...links?

Scheme of learning:

CONFIDENT: Challenged to extend work using figurative devices like metaphor, + Identify effect of viewpoint
SCAFFOLDING: Word bank offered to support effective formulation of images
Differentiation?

Use of space with data presentation facilities and students seated in their work groups of 6
Superstudio
strategies

All learning sessions should cover the Minimum Quality standards:
UCLA'S

Literacy?
 Opportunities to define key terms, like "Meniscus". Close discussion of the deliberate effect of tense and punctuation in the poetry

DIAGNOSTIC: Evaluate the quality of first attempt at describing an object
FORMATIVE: Students give "Positives + Advice" feedback to each other
SUMMATIVE: Their final poem
AfL

Learning episode 9:


THOUGHT EXPERIMENT: Imagine having no senses – discuss in groups what this would be like. Extend discussion to include the proposition that a poem can engage these senses
Teacher led

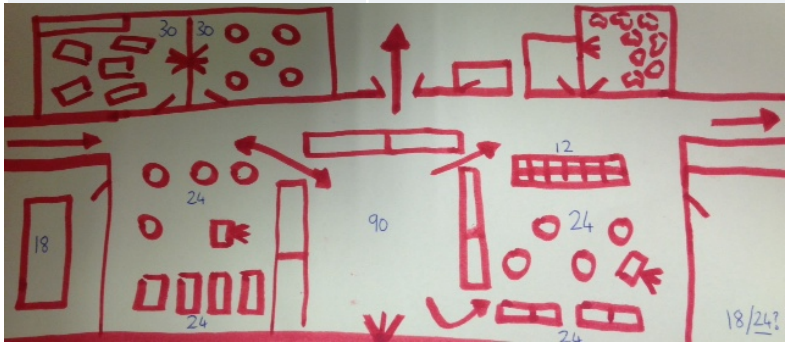
GENERATE A DESCRIPTION: In groups, with provided objects, describe and classify according to the 5 senses. Consider what 'mood' these descriptions might build.
student led

ANALYSE IMAGERY IN A POEM: Read the poem "To Ben, at the Lake" and then ask the students to label each instance of imagery. Identify key words that do this (and their word class) Then explore the underlying effect of these images
Teacher led

CREATE A POETIC IMAGE: (if there is time) Go back to the original objects, write a single stanza poem that is accurate in its description but still confers upon the object a particular mood
Student led?

checklist	Names of key students and strategies to support their learning...
SEN	Unknown – this nature of lesson allows for individual teacher support during group work sessions and many opportunities for success are built into the stages. Poorer writers can still play pivotal roles in the group work
More able	Their role in this lesson will be essential as their capacity to lead the thought exercises will support the lesson's progress. They will be encouraged to personify their object in the final phase, an advance process of abstraction which is visible in the model poem
EAL	Define key words as part of discourse. Provide access to glossaries of technical terms like 'imagery' and 'sense'
Reading ages	Unknown

LSA use	
Home Learning Opportunity	Read this poem to members of your family and discuss what relationship the two characters have with each other. Come back to school with an explanation and reasons.
IT	



SuperStudio Usage

